

STOCKTON COLLEGE

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

SCHOOL OF EDUCATION

101 Vera King Farris Drive, Galloway, NJ 08205

Phone: (609) 652-4688 Fax: (609) 626-5528

E-mail: Jeanne.Delcolle@stockton.edu

Student Teacher _____ Z Number _____ Date of Observation _____
 Supervisor _____ School _____ Grade/Subject _____
 Coop Teacher _____ Class Period/Time _____ Number of Students _____
 Author of the Observation _____

FINAL EVALUATION—Use during the 6th Post Observation Conference

This serves as the summative evaluation of the student teachers performance over the entire experience. Consult all previous documentation prior to completing this form.

Refer to the Components of Professional Practice Rubric for guidance in determining your ratings. *Ratings should include very few, if any, indicators of NA.*

NA=Not Applicable

1=Unsatisfactory—Performance is below the minimal licensing standard of “do no harm.”

2=Basic Level of Performance—Performance is minimally competent for teachers early in their careers.

3=Proficient Level of Performance—Performance is consistently of good quality—as expected of a proficient tenured teacher.

4=Distinguished Level of Performance—Performance is consistently of a very high quality—at levels seen from a master teacher. **(Not for use in Student Teacher assessment)**

DOMAIN I: Planning and Preparation	NA	1	2	3	4
1a. Knowledge of content and pedagogy					
Knowledge of content and structure of the discipline					
Knowledge of prerequisite relationships					
Knowledge of content-related pedagogy					
1b. Demonstrating knowledge of students					
Knowledge of child and adolescent development					
Knowledge of the learning process					
Knowledge of students’ skills, knowledge and language proficiency					
Knowledge of students’ interests and cultural heritage					
Knowledge of students’ special needs					
1c. Selecting instructional outcomes					
Value, sequence and alignment					
Clarity					
Balance					
Suitability for diverse students					
1d. Demonstrating knowledge of resources					
Resources for classroom use					
Resources to extend content knowledge and pedagogy					
Resources for students					
1e. Designing coherent instruction					
Learning activities					
Instructional materials and resources					
Instructional groups					
Lesson and unit structure					
1f. Designing student assessments					
Congruence with instructional outcomes					
Criteria and standards					
Design of formative assessments					
Use for planning					

DOMAIN I: Planning and Preparation: Strengths and Areas for Improvement

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DOMAIN II: Classroom Environment	NA	1	2	3	4
2a. Creating an environment of respect and rapport					
Teacher interaction with students, both words and actions					
Student interaction with other students, both words and actions					
2b. Establishing a culture for learning					
Importance of the content and of learning					
Expectations for learning and achievement					
Student pride in work					
2c. Managing classroom procedures					
Management of instructional groups					
Management of transitions					
Management of materials and supplies					
Performance of non-instructional duties					
2d. Managing student behavior					
Expectations					
Monitoring of student behavior					
Response to student misbehavior					
2e. Organizing physical space					
Safety and accessibility					
Arrangement of furniture and use of physical space					

DOMAIN II: Classroom Environment: Strengths and Areas for Improvement

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DOMAIN III: Instruction	NA	1	2	3	4
3a. Communicating with students					
Expectations for learning Directions for activities Explanation of content Use of oral and written language					
3b. Questioning and discussion techniques					
Quality of questions/prompts Discussion techniques Student participation					
3c. Engaging students in learning					
Activities and assignments Grouping of students Instructional materials and resources Structure and pacing					
3d. Using assessment in instruction					
Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress					
3e. Demonstrating flexibility and responsiveness					
Lesson adjustment Response to students Persistence					

DOMAIN III: Instruction: Strengths and Areas for Improvement

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DOMAIN IV: Professional Responsibilities	NA	1	2	3	4
4a. Reflecting on teaching					
Accuracy					
Use in future teaching					
4b. Maintaining accurate records					
Student completion of assignments					
Student progress in learning					
Non-instructional records					
4c. Communicating with families					
Information about the instructional programs					
Information about individual students					
Engagement of families in the instructional program					
4d. Participating in a professional community					
Relationships with colleagues					
Involvement in a culture of professional inquiry					
Service to the school					
Participation in school and district projects					
4e. Growing and Developing Professionally					
Enhancement of content knowledge and pedagogical skill					
Receptivity to feedback from colleagues					
Service to the profession					
4f. Showing Professionalism					
Integrity and ethical conduct					
Service to Students					
Advocacy					
Decision Making					
Compliance with school and district regulations					

DOMAIN IV: Professional Responsibilities: Strengths and Areas for Improvement

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FINAL EVALUATION—Use during the 6th observation post-observation conference Mandatory Final Summary Performance Review

Assigning the final grade for student teaching is the responsibility of the supervisor. The grade should reflect the supervisor's professional judgment of the student teacher's overall performance during the semester and include consideration of input from the cooperating teacher.

A Range (A or A-) —Indicates that the student teacher has **consistently met** all expectations of the program, supervisor, and cooperating teacher throughout the course of the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

B Range (B, B+, or B-) —Indicates that the student teacher has **generally, but with some inconsistencies**, met the expectations of the program, supervisor, and cooperating teacher during the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

The minimum grade requirement for successfully completing Student Teaching is a B minus (B-). Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification (again at a level of B- or higher). The School of Education reserves the right to determine whether or not the student will be permitted to repeat Student Teaching. As with all other Professional Education Requirements, once admitted into the Teacher Education Program, a student may not register for a course in the Professional Education Requirements more than 2 times (Introductory, Intermediate, or Student Teaching). This includes both Student Teaching and the Student Teaching Seminar.

Note: It is a requirement to submit BOTH an electronic copy of this fillable PDF form to the School of Education AND an on-line submission via the Survey Monkey web link. The cooperating teacher and the supervisor should fill out this Performance Review Form separately. Forms and the Survey Monkey web link are available at: <http://tinyurl.com/TEDUSupervisor>.

Student Teacher _____ Supervisor _____
Date _____ Name of Co-op Teacher _____

Strengths: (Use additional sheets as necessary.)

Areas Needing Improvement: (Use additional sheets as necessary.)

FINAL GRADE _____

Signature of Student _____ Date _____

Signature of Supervisor _____ Date _____

Signature of Cooperating Teacher _____ Date _____

Note: It is a requirement to submit a hard copy of this form.